DOCUMENT RESUME

ED 190 554 SP 016 505

TITLE Health Education. Human Growth and Development. Key Competencies. Elementary: Kindergarten-Grade 9.
INSTITUTION Philadelphia School District, Pa. Office of Curriculum and Instruction.
PUB DATE 80
NOTE 20p.: For related documents, see SP 016 474-475 and SP 016 504.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescent Development: Career Awareness: *Competency Based Education: Disease Control: Drug Education: Elementary Education: Family Relationship: *Health Education: Hygiene: Individual Development: Injuries: Junior High Schools: Mental Health: Nutrition: Physical Development: Pollution: Safety Education: Sex Education: Standards

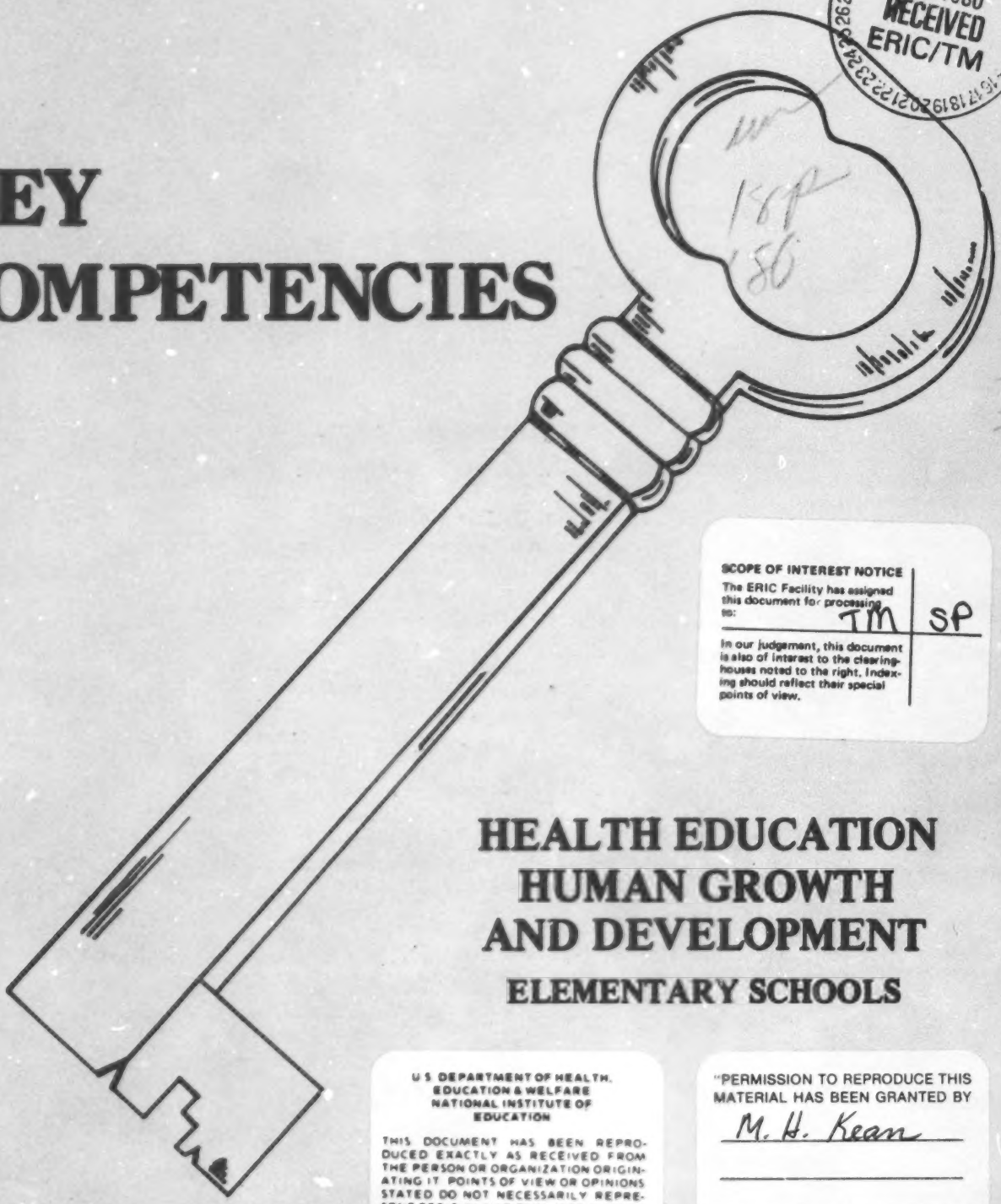
ABSTRACT

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from kindergarten to ninth grade, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this booklet are the basics of the health education program. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AUG 1980
RECEIVED
ERIC/TM

KEY COMPETENCIES



ED190554

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: TM | SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

HEALTH EDUCATION HUMAN GROWTH AND DEVELOPMENT

ELEMENTARY SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. H. Kean
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP016505

OFFICE OF
CURRICULUM and INSTRUCTION
• THE SCHOOL DISTRICT OF PHILADELPHIA •

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Arthur W. Thomas, President
Mrs. Edward Oberholtzer, Vice President
Augustus Baxter
Mrs. Lawrence Boonin
Joseph H. Previty
Samuel H. Rubin
Mrs. Michael Stack
George Philip Stahl, Jr., Esq.
Dr. Nicholas Trolio

Superintendent of Schools
Dr. Michael P. Marcase

Associate Superintendent for Curriculum and Instruction
Dr. Bernard G. Kelner

The School District of Philadelphia

Office of Curriculum and Instruction

Division of Physical and Health Education

Elementary
Kindergarten - Grade 9

Key Competencies

HEALTH EDUCATION
(Ungraded)
(U-HE)

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

Felix A. Cataldo
Director
Physical and Health Education

1980

AUG 4 1980

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction
Phone: 299-7767

File #200
June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

BGK/er

HEALTH EDUCATION

Good health is an interrelated combination of physical, mental, emotional and social well-being. The major goal of health education is to assist students to achieve their full potential throughout life by becoming responsible for their own attitudes and practices that contribute to maintenance of personal health. Instruction and educational experiences in health also contribute to the well-being of individuals and communities through:

1. Development of desirable attitudes and practices in the areas of community health and ecology.
2. Educating students to become more intelligent consumers of health information, health services and health products.
3. Developing an understanding of what is necessary to maintain health in body and mind.
4. Influencing the health attitudes and practices of coming generations.

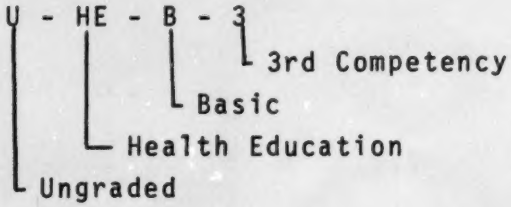
It is essential that we provide individuals with the knowledge necessary to maintain a high level of personal health and an understanding of how they contribute to the health of the entire community.

The scope of the health education program is for grades kindergarten through twelve.

This book will treat the key competencies in the elementary program (grades kindergarten through nine).

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

.

.

.

The health education program is ungraded. The time when students engage in these competencies is dependent on their mental, emotional and social maturity.

U - HE - B - Basic (grades kindergarten through fourth)

U - HE - I - Intermediate (grades five through nine)

For further information regarding health education, its curriculum and services, please refer to Curriculum Means Service or contact:

Mr. Felix A. Cataldo, Director
Division of Physical and Health Education
Stevens Administration Building
13th and Spring Garden Streets - Rm. 402
Philadelphia, PA 19123

Phone: 299-7257

HEALTH EDUCATION
BASIC
(U-HE-B)

Key Competencies

Grades Kindergarten through Fourth

U-HE-B-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF CLEANLINESS AND PROPER ATTIRE FOR VARYING WEATHER CONDITIONS:

01. Apply those habits which help control the spreading of germs:

a. Washing hands after using toilet.
b. Washing hands before eating.
c. Washing face.
d. Bathing.
e. Covering a cough or sneeze.

02. Match clothing appropriate to the conditions related to stated outdoor conditions and justify the reason for the choice.

U-HE-B-2

STUDENTS WILL IDENTIFY COMMON BODY PARTS AND THEIR SIMPLE FUNCTIONS:

01. Name each part correctly as indicated on a series of drawings of body parts.

02. Match the body parts with functions:

a.	Skin	1. _____	pumps blood
b.	Heart	2. _____	sense of smell
c.	Lungs	3. _____	exchanges air
d.	Nose	4. _____	protection

Grades Kindergarten through Fourth

U-HE-B-3 STUDENTS WILL SHOW KNOWLEDGE OF THE DIFFERENT WAYS IN WHICH THE BODY GROWS TO BECOME UNIQUE:

01. Use role-playing situations with puppets.

U-HE-B-4 STUDENTS WILL SHOW KNOWLEDGE OF THE FOUR BASIC FOOD GROUPS:

01. Identify food, using pictures from the four basic food groups.

U-HE-B-5 STUDENTS WILL CLASSIFY FOODS ACCORDING TO THE BASIC FOUR FOOD GROUPS:

01. Place the food in one of the basic four food groups:

1. Meat foods
2. Milk foods
3. Bread and cereals
4. Fruit and vegetables

_____Bananas
_____Cake
_____Plain hot dogs
_____Soda pop
_____Eggs
_____Apples
_____Cheeseburger with bun, lettuce, tomato, mustard and onions

U-HE-B-6 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE GENERAL RELATIONSHIP BETWEEN FOOD CONSUMPTION AND HEALTH:

01. Give at least three major reasons why people eat:

a. Eating makes us feel good.
b. Food gives us energy.
c. Helps us to grow.

Grades Kindergarten through Fourth

U-HE-B-7 STUDENTS WILL SPECIFY THE CONTRIBUTIONS AND RESPONSIBILITIES OF EACH MEMBER OF THE FAMILY:

01. Specify at least three responsibilities they have as a family member:
    a. Carry out assigned duties
    b. Help other members

U-HE-B-8 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF HOME SAFETY HAZARDS:

01. Identify the major hazard involved in the potential home accident situations such as:
    a. Playing with matches
    b. Household cleaning fluids within easy reach of small children
    c. Plastic bags from the cleaners
    d. Exposed wires in an electrical cord

U-HE-B-9 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF SCHOOL AND TRAFFIC SAFETY PRACTICES:

01. Give at least five preventive practices in their schools:
    a. Fire alarm
    b. Tornado alarm
    c. Signs
    d. Fire extinguisher
    e. Fireproof walls
    f. Fire drills
    g. Following rules
    h. Reporting unsafe conditions

02. Given a role-play situation involving busing safety, the student will explain the practices/procedures necessary to perform safely and prevent accidents.

U-HE-B-10 STUDENTS WILL IDENTIFY COMMUNITY HEALTH ORGANIZATIONS AND THEIR SERVICES:

01. Name at least three community health organizations found in most towns and cities:
    a. Hospital
    b. Health department
    c. Clinic
    d. Nursing home

U-HE-B-11 STUDENTS WILL VALUE THE USE OF MEDICINE AND DRUGS:

01. Give at least three purposes for which drugs and medicines are used:
    a. Cure sickness
    b. Prevent disease
    c. Stop pain

02. Explain three reasons why medicine should be used.

U-HE-B-12 STUDENTS WILL DEMONSTRATE AN AWARENESS OF FEELINGS FOUND IN THEMSELVES AND OTHERS:

01. Identify the most common feelings people might have:
    a. Happiness
    b. Anger
    c. Sadness
    d. Hurt
    e. Joy

02. Name the various feelings they see in real life picture depicting a child playing and obviously happy, and another child striking a playmate who is crying.

U-HE-B-13 STUDENTS WILL DEMONSTRATE AN AWARENESS OF THE WAY LIVING THINGS REPRODUCE THEMSELVES:

01. Use pictures or diagrams of adults and infants of the same species. Correctly identify the offsprings with the parents.

U-HE-B-14 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN POLLUTION AND HEALTH:

01. Specify at least one way in which human health might be negatively affected by:
    a. Automobile emissions
    b. Factory smoke
    c. Polluted water
    d. Noise

U-HE-B-15 STUDENTS WILL DEMONSTRATE A KNOWLEDGE THAT DISEASES CAUSED BY GERMS ARE SPREAD IN DIFFERENT WAYS:

01. Specify at least five ways in which disease - causing germs could be spread among their classmates:
    a. Coughing
    b. Sneezing
    c. Exchanging gum
    d. Dirty hands
    e. Drinking from common cups
    f. Dirty utensils
    g. Chewing pencils
    h. Playing with pets

U-HE-B-16 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WAYS OF LIMITING EFFECTS OF DISEASES:

01. Give at least three reasons for the importance of reporting disease signs and symptoms immediately.

02. Name at least two diseases against which people can be immunized.

U-HE-B-17 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE VARIOUS FACTORS INFLUENCING THE PURCHASE OF HEALTH PRODUCTS:

01. Identify community workers who protect and maintain the health of the individual.

HEALTH EDUCATION
INTERMEDIATE
(U-HE-I)

Key Competencies

Grades Five through Nine

U-HE-I-1 STUDENTS WILL EXHIBIT KNOWLEDGE OF THOSE POSITIVE PERSONALITY TRAITS WHICH THEY DESIRE FOR THEMSELVES AND OBSERVE IN OTHERS:

01. Identify those traits which are considered desirable and explain why:
    a. Humble
    b. Confident
    c. Resentful
    d. Faces up to failure
    e. Accepts constructive criticism
    f. Continually rationalizes problems
    g. Rude
    h. Generous
    i. Conceited

U-HE-I-2 STUDENTS WILL IDENTIFY APPROPRIATE WAYS PEOPLE CAN COPE WITH THEIR EMOTIONAL PROBLEMS:

01. Identify personnel who might be able to help them solve problems.

02. Use the listed groups of common problems often experienced by teenagers. Identify a resource person other than a parent who could be consulted to help solve problems:
    a. Poor physical development, growth problems, skin disorders.
    b. Feeling uncomfortable in new situations, lack of confidence in school activities.
    c. Feeling unpopular, inability to relate to member of opposite sex.

U-HE-I-3 STUDENTS WILL DEMONSTRATE AN AWARENESS OF COMMON SOURCES OF POLLUTION AND RECOGNIZE STRATEGIES FOR COMBATING THEM:

01. Identify human sources of pollution:
    a. Sewage
    b. Garbage

Grades Five
through Nine

U-HE-I-3 STUDENTS WILL DEMONSTRATE AN AWARENESS OF COMMON SOURCES OF POLLUTION AND RECOGNIZE STRATEGIES FOR COMBATING THEM: (continued):

02. Identify industrial sources of pollution:
    a. Chemical wastes
    b. Liquid discharge
    c. Gases

03. Specify at least one strategy for preventing pollution.

04. List a means of preventing pollution for each of the following possible pollution sources:
    a. Sewage
    b. Garbage
    c. Industrial wastes

U-HE-I-4 STUDENTS WILL IDENTIFY RESOURCES BY WHICH COMMUNITIES ATTEMPT TO CONTROL HEALTH PROBLEMS:

01. Specify at least one resource through which communities attempt to control each of these health problems.

U-HE-I-5 STUDENTS WILL IDENTIFY THE CHANGES WHICH OCCUR AS THEY APPROACH PUBERTY:

01. Use a diagram of both male and female reproductive systems, label the major parts and explain their functions in relation to menstruation and seminal emissions.

02. Use a list of body parts and identify secondary sex characteristics which develop at puberty.

03. Describe the changes which occur as boys and girls reach puberty:

	Boys	Girls
a. Voice		
b. Body hair		
c. Body contour		
d. Skin changes		

Grades Five
through Nine

U-HE-I-5 STUDENTS WILL IDENTIFY THE CHANGES WHICH OCCUR AS THEY APPROACH PUBERTY (continued):

04. Identify those changes of emotional and social behavior which occur at adolescence.

05. Describe some of the characteristics of children which change as they reach puberty.

U-HE-I-6 STUDENTS WILL DEMONSTRATE THE ABILITY TO USE THEIR BODIES CORRECTLY IN DAILY LIVING ACTIVITIES:

01. Carry objects that vary in size, shape and weight in a manner characterized by:
    a. Proper body alignment
    b. Keeping objects close to body
    c. Keeping objects over base of support

U-HE-I-7 STUDENTS WILL DEMONSTRATE COMPREHENSION OF THE RELATIONSHIP BETWEEN FOOD SELECTION PATTERNS AND DIETARY NEEDS OF HUMAN BEINGS:

01. Identify at least three of the basic variables in the dietary requirements of humans:
    a. Age
    b. Sex
    c. Activity
    d. State of health
    e. Metabolism
    f. Heredity

02. List three variables which affect the nutritional elements which different people require under varying circumstances and conditions.

U-HE-I-8 STUDENTS WILL APPLY NUTRITIONAL PRINCIPLES TO THE SELECTION OF WELL-BALANCED MENUS:

01. Select a well-balanced meal which meets at least the minimum requirements for a person of a given weight, using a chart which states the basic dietary requirements for an individual.

Grades Five through Nine

U-HE-I-9 STUDENTS WILL IDENTIFY POTENTIAL ACCIDENTS AND HAZARDS COMMONLY ENCOUNTERED BY STUDENTS OF THEIR AGE:

01. List the three most common accidents which occur among teenagers and the causes of these accidents.

02. Analyze the interrelationship of the factors which cause accidents.

U-HE-I-10 STUDENTS WILL DEMONSTRATE A KNOWLEDGE AND AWARENESS OF FACTORS THAT MUST BE CONSIDERED WHEN THINKING ABOUT A CAREER:

01. List factors associated with selecting a career:
    a. Family influence
    b. Financial considerations
    c. Interest
    d. Abilities

U-HE-I-11 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF IMMEDIATE AND PROPER TREATMENT OF INJURIES:

01. Specify the action to be taken for various injuries requiring immediate care.

U-HE-I-12 STUDENTS WILL APPLY EMERGENCY FIRST AID PROCEDURES AND METHODS TO THE CARE OF INJURIES:

01. Demonstrate the basic skills involved in providing care for emergencies needing first aid.

02. Specify methods and procedures which should be followed to avoid further injury.

U-HE-I-13 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE EFFECTS DRUGS AND ALCOHOL HAVE ON THE HUMAN BODY:

01. Identify the major substance classification of some commonly used drugs.

Grades Five
through Nine

U-HE-I-13 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE EFFECTS DRUGS AND ALCOHOL HAVE ON THE HUMAN BODY (continued):

02. Show the correspondence of medical use of selected drugs and substance categories, such as:

Stimulant	Relieve tension
Depressant	Control appetite and weight
Hallucinogen	
Solvents	Relieve pain
Opiates	None

HUMAN GROWTH AND DEVELOPMENT

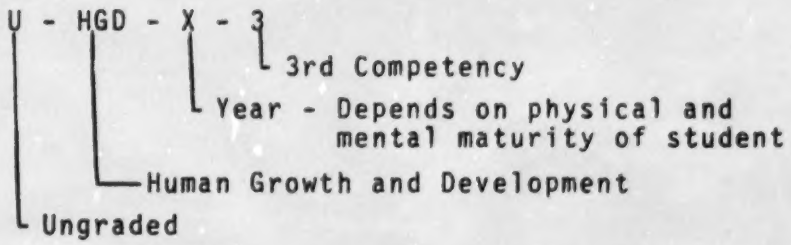
Human growth and development is all about the young person who is growing, the way this individual thinks, acts, and the uniqueness of this person. Therefore, no one else acts exactly the same. The course stresses how these differences make the human being very special and how to develop self-understanding.

The scope of the human growth and development program is for grades one through twelve.

The booklet will treat the key competencies in all the grades.

The following coding system was used to designate the competencies:

Example:



01 - Student Outcome 1

02 - Student Outcome 2

.
.
.

The human growth and development program is ungraded. The time when these competencies are performed by students is dependent on their physical, intellectual, social and emotional maturity.

For further information regarding human growth and development, its curriculum and services, please refer to Curriculum Means Service or contact:

Mrs. Reba Poole, Assistant Director
Human Growth and Development
Administration Building
Parkway at 21st Street - Rm. 329

Phone: 299-7768

HUMAN GROWTH AND DEVELOPMENT
(U-HGD-X)

Key Competencies

U-HGD-X-1 STUDENTS WILL LEARN THE MAKING OF A PERSON (HEREDITY, ENVIRONMENT, SELF-IDENTIFICATION):

01. Post pictures of parents of pupils on bulletin board.

02. Identify parents of pupils. Discuss how heredity causes offspring to resemble parents, e.g., dogs - puppies, cats - kittens. Indicate that like produces like.

03. Develop a list of what is considered to be the important factors of one's environment, the things that affect everybody.

U-HGD-X-2 STUDENTS WILL LEARN HOW TO GROW UP BY PHYSICAL AND PSYCHOLOGICAL CHANGES AND DEVELOPMENT:

01. Discuss the dependency period of humans as compared to that of animals.

02. Describe the complex nature and interrelationship of the endocrine glands. Indicate that among the effects of hormones on the body are:
    a. pituitary - height
    b. thyroid - metabolism
    c. adrenal - circulation

03. Use pictorial material to illustrate rate of growth during adolescence.

04. Discuss how peer friendships are important at this time because of the assurance of observing others going through similar process.

U-HGD-X-3 STUDENTS WILL LEARN THE MEANING OF HUMAN REPRODUCTION:

01. Use diagram to explain male and female reproductive systems.

02. Show relationship to excretory system.

U-HGD-X-3 STUDENTS WILL LEARN THE MEANING OF HUMAN REPRODUCTION (continued):

03. View film such as:
    a. "Boy to Man"
    b. "Girl to Woman"

04. Use charts to show conception and gestation.

05. Discuss facts and fallacies of prenatal influence affecting the baby.
    a. birthmarks
    b. drugs
    c. frightening scenes

U-HGD-X-4 STUDENTS WILL LEARN ABOUT PERSONAL GROWTH AND DEVELOP TRAITS THAT GUIDE THEM TO BETTER LIVING:

01. Explain the various qualities of an attractive appearance. Relate them to good health. List them on the chalkboard.

02. Indicate that emotional expression is natural and can enrich life, e.g., love reaction to music or art, excitement of competitive games.

03. Discuss, in pairs, any event both have witnessed. In a group of four or more, discuss an event.

04. Discuss reations to various speakers.

05. Bring in a brief outline on a career students would like to pursue and what must be done to attain that goal.